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ABSTRACT

A project proposed to organize and teach a series of training programs on nontraditional jobs for adults over age 55. Nontraditional was defined as any work situation other than full-time, historically-typical jobs in a community. Project staff developed four training classes in small appliance repair, plant care, mother's care, food preparation and three workshops in eldersitting, house sitting, and demonstration techniques. Eighteen different non-fee sessions were offered between October 1981 and May 1982. Of the 113 people enrolled in the sessions, 51 were placed into or found jobs relating to the training programs. (Appendixes include a project procedure outline, course objectives with outlines for training courses, and topic outlines for the workshops.) (YLB)

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Final Report

Project # 82 - 131/132 - 600 - 11 (120 - 120)
Training Programs for Nontraditional Jobs
For Older Adults

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June 30, 1982

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Abstract

A. Description/Problem

The change in attitude toward aging, coupled with very difficult economic circumstances of the social security recipient, has caused many aging individuals to be able to work and more important to need to work. Sixty and seventy - year - olds are mentally and physically able to handle part - time and full - time work. The key to developing a job market for this sector of society (older americans) was to avoid the parameters of the traditional job market. This project was aimed at nontraditional jobs and to assist the participants in finding work positions. Nontraditional was defined as any work situation other than full - time historically - typical jobs in a community.

B. Objectives

The objectives for this project were to (a) organize, teach and evaluate a series of training programs for nontraditional jobs for elders (b) promote and advertise the nontraditional job training of the applicants (c) to place elders in nontraditional kinds of jobs for which they qualify and (d) to educate the community as to the valuable resources people age fifty - five - plus years are.

C. Methods Used

Seven training classes and workshops were scheduled in two communities (Sikeston and Cape) throughout the year. The workshops were eldersitting, house sitting, and demonstration techniques. The classes were small appliance repair, plant care, mother's care and food preparation. Qualified teachers were utilized for the classes and each course was advertised extensively. Enrollment was secured through the main Work Again office. Class size ranged from three to fourteen. There was no fee for the classes and no obligations on the participants.

D. Results and Implications

The project involved a total of eight workshops and ten classes with sixty - seven hours of instruction. One hundred thirteen people enrolled in the sessions. Fifty - one people were placed into or found jobs related to the training programs. The interest was high and the placements were very encouraging.

E. Recommendations

Vocational and continuing education are the perfect vehicle for assisting the older fifty - five person to find work situations within the community. The courses can reasonable be set up and taught within the framework of the local area vocational school.

Problem

The change in societies' attitudes toward retirement has brought about some reversed trends. People over the age of fifty - five years are not interested in sitting around and doing nothing. They're wanting to work and needing to work in some cases. Often the retired person finds it difficult to live on social security and retirement pensions in today's world. The job market is tight and layoffs are numerous. It's hard for the "young" to find work to support their families. Everyone is concerned and uneasy about today's trends. The typical job market is not the place to insert the senior citizen into the work world. However, there are a number of jobs that exist in many communities that can't be filled because no one seems to be interested. Those jobs are generally part - time (less than 20 hours weekly), temporary, odd - houred and one - time jobs (jobber) and positions. Almost every community large or small has these kinds of positions. Some training in the essential areas and skills would make qualifications for jobs.

This project proposed to organize and teach a set of vocational training programs designed to meet the needs of those unfilled job opportunities in communities. Seven nontraditional vocational training programs were developed and tested in 1980 by the Work Again Project. The interest was good and attendance justified the continuation of the programs. Assistance was given each student in helping to find job positions by advertising and promoting their skills.

The specific problem was to ascertain what kinds of jobs (unfilled) existed in the community. Eighteen different classes were taught by certified teachers to one hundred thirty seniors.

Project Objectives

1. To organize, teach and evaluate a series of training programs for nontraditional jobs for elders.

Seven different classes and workshops were developed during 1980. The classes (6 - 8 minimum instruction) were Mother's Care, Plant Care, Small Appliance Repair and Food Preparation. The workshops (2 - 3 hours minimum instruction) were elder sitting, demonstration techniques and house sitting. Eighteen different sessions were offered between October 1981 and May 1982. The classes were open to anyone fifty - five years plus. No fees were assessed participants. More females than males participated, however the males had a better placement rate. The ages were more frequent in the fifty - five to sixty - nine year category and then followed by the seventy to seventy - nine age group. The classes were taught in conjunction with area vocational schools and the Eldercare Center. Each program was evaluated by the teacher and/or training coordinator. A participation evaluation and enrollment form were filled for each participant.

The classes and workshops were successful and resulted in a good number of placements. The concept of nontraditional job training certainly has proven to be a feasible approach to senior work placements.

2. To promote and advertise the nontraditional job training of the applicants.

Each class was promoted and advertised to give the community an exposure to the objectives and goals of the classes. After training the job skills

were then advertised using radio and newpapers primarily. Special ads and announcements were used to draw attention to those areas. Handbills were posted from time to time listing the skills and training of these applicants. About three hundred handbills were printed and posted with another one hundred assorted letters targeting special businesses and employment possibilities.

C. To place elders into nontraditional kinds of jobs for which they qualify.

The chart on 1981 - 1982 Placements lists quarter by quarter the placements made in the general areas of the training programs. Approximately fifty - one placements were made. The food preparation class was a new class developed in May 1982 and no official placements had been made by the end of the project period.

Placements 1981 - 1982

	1st Quarter	2nd Quarter	3rd Quarter	4th Quarter	Total
Child Care	5	5	4	9	23
Elder Sitting	4	0	1	6	11
Small Appliance	1	3	3	5	12
Plant Care	0	0	0	1	1
House Sitting	1	3	0	0	4
Demonstration Tech.	0	0	0	0	0
Total	11	11	8	21	51

D. To educate the community as to the valuable resources people age fifty - five plus years are.

The media and personal appearances were used to develope this objective. TV and radio talk shows were invaluable in reaching the general public. The reception of these classes and the number of people placed in community jobs underscores the communities awareness of the senior citizen as valuable resources.

Personal letters targeting groups such as churches, chambers of commerce, community organizations and businesses were also utilized.

Population and Sample

The participants profile has been included, revealing age, sex, race and frequencies. Basically, class participants tended to be female, aged fifty - five to sixty - nine years and caucasian. The participants were in fair to good health and had transportation available. Any senior age fifty - five plus in Southeast Missouri counties of Cape, Scott and Perry were included in the classes. No classes were closed and no participants turned down.

Vocational Training Classes - Participant Profile
1981 - 1982

Training Classes	Partici-pants	SEX		AGE			RACE		No. of Classes taught
		M	F	55-59	70	80	Cau.	Bl.	
Mothers Care	5		5	4	1	0	5		2
Plant Care	37	6	31	24	13		36	1	4
Elder Sitting	13		13	11	2		11	2	4
Demonstration Tech.	12		12	10	2		12		3
House Sitting	1		1	1			1		1
Small Appliance	31	13	18	15	18		31		3
Food Preparation	14		14	9	5		14		1
Total	113	19	94	74	41	0	110	3	*18
Cummulative Total from 1980	188	40	178	139	51	0	180	8	*30

* average attendance per session = 6.3 people

Conclusion and Recommendations

1. The project taught successfully eighteen classes involving one hundred thirteen senior citizens. Senior citizens are interested in and willing to participate in these kinds of "mini" vocational classes.

2. The classes proved useful in placing senior citizens into some of the nontraditional jobs in the community.

3. The community has become aware of the needs and resources of the seniors which has been made evident by the placement statistics.

4. The original classes should be expanded and more variety of classes developed.

5. Continuation of the use of mini - vocational classes in conjunction with vocational area schools should be given serious consideration.

Appendix

Procedure Outline

1. Assessment of skill needs within a community
2. Class outlines developed and tried
3. Teachers located
4. Classroom space scheduled (NOT A UNIVERSITY)
5. Time set up for classes based on appropriate times for seniors in that community.
6. Advertise and promote and enroll
7. Teach classes
8. Assess each participants completion of the course.
9. Advertise and promote the skills of successful participants
10. Make job placements
11. Evaluate worker, employer, skills
12. Establish the need for follow up classes

The details have been included for the most part in the Project Objective Section of this report.

WORK AGAIN PROJECT

Training Courses and Workshops

Course Objectives and Outlines

Outline for Small Appliance and House Repairs

Objective: To develop ability to make minor repairs around the house which do not need the attention of a technician

1. Fuse
2. Small Appliance cleaning and repairs
3. Replacing frayed electrical cords or those with broken insulation
4. Oiling electrical motors
5. Sharpening scissors and knives (avoiding feather edges)
6. Replacing faucet washers
7. Cleaning condensers (refrigerator, air conditioner)
8. Repairing vacuum cleaner
9. Replacing an electrical switch or outlet
10. Taking care of problems which members bring to the class.

Mother's Care Mini Course

Objective: To be of assistance to mother & child during first days in the home.

1. Mother and newborn diet specifics
2. Newborn - diapering techniques / bathing
3. Exercise for the mother
4. Clothes selection
5. Touching experiences
6. Techniques of rocking
7. Infant stimulation

Home Plant Care Mini Course

Objective: To go into the home and diagnos plant problems and give suggestions for care.

1. Soils
2. Plant identification
3. Plant Nutrition
4. Moisture
5. Plant diseases
6. Transplanting techniques
7. Trimming

Floral Arrangements

Demonstration Techniques

Objective: To develop basic ideas for demonstrating products to store clientele.

1. Public speaking
2. Customer relations
3. Display of product / location
4. Target population
5. Dress / Grooming / Personality

House and Pet Sitting Service

- Workshop Topics -

1. Arrive early enough to get complete instructions.
2. Have name, address and telephone number of home owner while he is gone.
3. Have names and telephone numbers of neighbors who might help in an emergency.
4. Have police and fire department telephone numbers handy near the telephone for immediate use.
5. In case of fire or any suspicion of fire, get pets out of the house and to the neighbors. Call the fire department from the neighbors.
6. Know how to handle the fire extinguisher, if any.
7. Know the entire house, especially location of all doors to the outside.
8. If pets require medication, have written instructions and have medication set out.
9. Know instructions for exercising pets.
10. Know instructions for watering and feeding plants and pets.
11. Know the location of shut-off valves for water, gas, and main switch for electricity
12. Know location of fuse box.
13. Know source of auxilliary lighting in case electrical power goes off.
14. Keep doors locked. Never let strangers into the house.
15. Limit telephone calls to 5 minutes.
16. Know what privileges you have while owner is gone.
17. Know what to tell people who call for the owner.
18. Get instructions for forwarding and accepting mail.
19. Give names, addresses and telephone numbers of 2 or 3 references who are well acquainted with you.

Elder Sitting Workshop Topics

1. Have all emergency numbers available for fire. police, doctor, and ambulance.
2. How to know when an emergency situation arises.
3. How to properly handle an emergency situation.
4. Know the diet specifics of the individual or individuals.
5. Know about the medications and the use of and side effects.
6. Exercise and relaxation.

Project No. 82 - 131/132 - 600 - 11 (120 - 120)

Date Completed. June 30, 1982

Training Programs - NonTraditional

Final Budget Report

Category	Approved	Expanded	Obligated	Remaining Funds
Personnel	981	981.00	- 0 -	- 0 -
Employee Benefits	19	19.00	- 0 -	- 0 -
Total	1000	1000	- 0 -	- 0 -

"The activity which is the subject of this report was supported in whole or in part by funds from the Department of Elementary and Secondary Education, Division of Career and Adult Education. However, the opinions expressed herein do not necessarily reflect the position or policies of the Missouri Department of Elementary and Secondary Education or the Division of Career and Adult Education, and no official endorsement should be inferred."